



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**TITLE:** Core Advanced Placement Program – “Closing the Achievement Gap”

**NUMBER:** BUL-3834.0

**ISSUER:** Robert Collins  
Chief Instructional Officer, Secondary  
Sharon Curry, Assistant Superintendent  
Student Integration Services

**DATE:** July 25, 2007

**ROUTING**  
Local District  
Superintendents  
Administrators of Instruction  
Secondary Directors,  
School Support Services  
Secondary Principals  
AP, SCS  
AP Coordinators

**PURPOSE:** The purpose of this bulletin is to describe District policy for the development of Advanced Placement (AP) Programs. It is the policy of the District to provide curriculum and programs which prepare students to be competitively eligible for acceptance at universities and colleges. Principals must work towards ensuring access to a core Advanced Placement program by providing a specified number of AP courses which are accessible to all students in traditional and multi-track schools. The core represents a beginning target for schools developing the Advanced Placement Program. Most District comprehensive high schools already offer a number of courses beyond the core program.

**BACKGROUND:** Advanced Placement (AP) Programs offer students an important opportunity to take a rigorous college level courses while in high school. This opportunity includes earning college credit based on an assessment of credit to be granted by a university/college based on the student’s score on Advanced Placement examinations that are given in May of each school year. Most of the nation’s colleges and universities have an AP policy that grants incoming students credit, placement, or both for qualifying AP examination grades.

It is important that each school offer a core AP program that provides access to and equity in rigorous curriculum and college opportunities. While there exists over 37 different Advanced Placement courses, principals should ensure that a core Advanced Placement Program exists. A plan to provide support and assistance to ensure student academic success should be included as a part of program. The individual school plan should describe the modifications to the curriculum which prepare students to exceed state standards as advanced placement courses are college level courses. The individual school plan is Advanced Placement Program” specifically address the “Closing the Achievement Gap” Action Plan as follows:

1. Tenet 1, Recommendation 1 – Increase the number and percentage of African American and Latino students who successfully complete upper level mathematics courses.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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2. Tenet 1, Recommendation 2 – Increase the number and percentage of African American and Latino students enrolled in and who successfully complete A-G, Honors and Advanced Placement courses.
3. Tenet 1 – Recommendation 3 – Increase the number and percentage of African American and other students who take Advanced Placement Exams and score between 3-5.
4. Increase the number and percentage of African American and other students who complete A-G course requirements with a G.P.A. of 2.5 or higher.

### **PROCEDURES:** 1. Core Advanced Placement Program

The following core courses form the basis of a school's master program. Teachers and students are to be recruited for this program. Planning and development of these courses at a minimum should begin no later than October prior to the start of the next school year. This would ensure that these courses would be in the matrix of classes that would be established in February/March. The Core Advanced Placement program would include:

Advanced Placement English Language  
Advanced Placement English Literature  
Advanced Placement Foreign Language  
Advanced Placement World History or Advanced Placement European History  
Advanced Placement U.S. History  
Advanced Placement U.S. Government  
Advanced Placement Biology  
Advanced Placement Chemistry  
Advanced Placement Physics  
Advanced Placement Calculus  
Advanced Placement Studio Art  
Advanced Placement Statistics

### 2. Advanced Placement Course Offering List

Schools are to submit an Advanced Placement Course Offering List to their Local District Superintendent by April 1<sup>st</sup> of each school year. This list will highlight the plan for the Advanced Placement courses. The Advanced Placement Course Offering List would identify the following information:

- Title of course
- Number of sections
- Track (for year-round schools)
- Name of teacher (s) College Board authorized
- Number of students enrolled by period and ethnicity
- Description of student support plan



- College Board endorsed professional development

3 Development of a Core Advanced Placement Program

The development of the Core Advanced Placement program is based on several important factors:

- Course syllabus (i) for every Advanced Placement course authorized by the College Board. Beginning with the 2007-2008 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Every Advanced Placement teacher must submit to the College Board for authorization a syllabus for each course taught.
- Professional development opportunities for current and prospective Advanced Placement teachers. Professional development sessions are provided for teachers during the school year and coordinated by the Office of Gifted and Talented Education. Principals will recruit and encourage teachers to attend AP training on a regular basis.
- Entry-level courses such as Honors and Pre-AP scheduled to prepare students for success in Advanced Placement. Pre-AP and Honors courses should be planned by October of the preceding school year to prepare students for success in Advanced Placement. These courses should be designated specifically to prepare students for AP. Principals will recruit and encourage teachers to attend Pre-AP training on a regular basis. This would provide sufficient time for the recruitment and training of teaching staff and the recruitment of students. Examples of these preparatory courses are:

Preparatory Course	Advanced Placement Course
English 10AB (H)	AP English Language
Am. Lit./Cont. Comp. 11AB	AP English Literature
World History (H)	AP U.S. History
U.S. History AB (H)	AP Government
Geometry AB ( or concurrent enrollment in Algebra IIAB)	AP Chemistry
Algebra IIAB	AP Physics



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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- The use of *AP Potential* is recommended. Principals have to be proactive in recruiting students in these courses. *AP Potential* is designed to identify students capable of advanced level course work based on PSAT scores. The program is provided through the College Board and is available to all high schools.

#### 4. Local District Responsibilities

- Program Review - Local Districts should review the current Advanced Placement program and the following year's Advanced Placement program with Principals and the Assistant Principal, SCS at each school in June of each year. In this review, it is important to analyze and address the need for the implementation of Advanced Placement preparatory courses in the fall, as well as plans for ensuring a Core Advanced Placement program that would be developed, if necessary in the coming school year.
- Alternative Program Model – Schools may describe an alternative program model that addresses the purpose of the Foundation Advanced Placement Program and Tenet 2 of the “Closing the Achievement Gap” Action Plan. An example of an alternative program for students is concurrent enrollment in community colleges.

**ASSISTANCE:** For further information regarding a Core Advanced Placement Program “Closing the Achievement Gap” related professional development and preparatory courses, please contact LaRoyce Bell, Specialist, Gifted and Talented Programs at (213) 241-6500 or Noma LeMoine, Director, Closing the Achievement Gap/AEMP Branch at (213) 214-3340.